

Guidance on developing your PSHE curriculum: September 2014

All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

PSHE education is essential to such a curriculum and to meeting schools' requirement to promote pupils' wellbeing. The Department for Education (DfE) has made it clear that schools should make provision for PSHE education, drawing on good practice (see below).

PSHE education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE education should address both pupils' direct experience and preparation for their future. A spiral programme ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Developing a PSHE programme which meets pupil need and which is tailored to local circumstances is vital. This document, to be read alongside the PSHE Association's national Programme of Study, aims to help schools to make appropriate decisions about their PSHE education programme.

PSHE education in the National Curriculum

Section 2.5 of the [National Curriculum framework](#) states that all schools should make provision for PSHE, drawing on good practice. In order to help schools to meet this objective, our programme of study identifies the key concepts and skills that underpin PSHE education and help schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life as set out in [section 78 of the Education Act 2002](#).

[DfE PSHE education guidance](#), which supplements the national curriculum framework, also advises that:

'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle'.

PSHE education and Ofsted

[Ofsted's 2013 PSHE education report](#) also highlights the relationship between a school's PSHE provision and overall effectiveness, observing "a close correlation" between surveyed schools' section 5 (whole school) inspection results, and their grade for PSHE education. Section 5 inspections take into account whether a school provides its pupils with a 'broad and balanced curriculum that promotes their good behaviour and safety and their spiritual, moral, social and cultural (SMSC) development'. Ofsted's grade descriptors for PSHE education make a clear connection between PSHE education, SMSC and behaviour

and safety, so is likely to be very interested in the subject's provision when looking for evidence to support these elements of section 5 inspections.

Ofsted has also been clear about [how important PSHE education is to pupil safeguarding](#). The latest [Ofsted inspection framework](#) also states: *'The responsibilities placed on governing bodies and proprietors include: making sure that children are taught about how to keep themselves safe'*.

Planning your PSHE education as part of a whole school approach

PSHE education should not be planned in isolation. It is most effective in a 'health promoting school' culture (see end note¹) and where links are made with other relevant subjects to ensure consistency and continuity for pupils. These include, but are not limited to, science, computing, citizenship, physical education and design and technology. Those planning PSHE education should take account of existing DfE [guidance on Sex and Relationships Education](#), [preventing and tackling bullying](#), [safeguarding](#) and [equality](#).

Developing your PSHE curriculum

We recommend using our [PSHE education Programme of Study](#) to develop your PSHE curriculum. The Programme of Study is based on three 'core themes' within which there will be overlap and flexibility:

1. *Health and Wellbeing*
2. *Relationships*
3. *Living in the Wider World*

In each theme, we have suggested content intended to start debate rather than being definitive. It should be considered alongside schools' assessment of pupil need. For help in assessing pupil need please visit the PSHE Association website, or contact us to access email or telephone support.

The [PSHE Association Programme of Study for Key Stages 1 to 4](#) provides further detail on the overarching concepts and essential skills that will be enriched and developed through each of these themes, and should be read alongside this document. This Programme of Study is available to all schools and we offer bespoke support to our members in tailoring it to their pupils' needs.

Core theme 1: Health and Wellbeing

In **Key Stages 1 and 2**, pupils should be taught:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing.

In **Key Stages 3 and 4**, pupils should be taught:

- how to manage transition
- how to maintain physical, mental and emotional health and wellbeing including sexual health*
- about parenthood and the consequences of teenage pregnancy
- how to assess and manage risks to health and to stay, and keep others, safe
- how to identify and access help, advice and support
- how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco, maintaining a balanced diet, physical activity, emotional health and wellbeing and sexual health
- how to respond in an emergency including administering first aid
- the role and influence of the media on lifestyle.

** Sexual health is included within this core theme however it is important that it is also considered within the context of healthy relationships.*

Core theme 2: Relationships

In **Key Stages 1 and 2**, pupils should be taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

In **Key Stages 3 and 4**, pupils should be taught:

- how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- how to recognise and manage emotions within a range of relationships
- how to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters
- about the concept of consent in a variety of contexts (including in sexual relationships)
- about managing loss, including bereavement, separation and divorce
- to respect equality and be a productive member of a diverse community
- how to identify and access appropriate advice and support.

Core theme 3: Living in the Wider World

Schools' statutory responsibility to secure external careers guidance from year 8 to post 16 should be taken into account when delivering the core theme of Living in the Wider World.

This theme also has strong links with citizenship and aspects of it, for example, financial education, should be planned alongside citizenship provision. For sources of further support with these areas see end noteⁱⁱ.

In **Key Stages 1 and 2** pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught:

- about respect for the self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

In **Key Stages 3 and 4** pupils should focus on 'economic wellbeing, careers and the world of work' and be taught:

- about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- how to make informed choices and be enterprising and ambitious
- how to develop employability, team working and leadership skills and develop flexibility and resilience
- about the economic and business environment
- how personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

ⁱ A health promoting school culture places teaching and learning in the wider context of schools' approach to:

1. Leadership, management and managing change
2. Policy development
3. Learning and teaching, curriculum planning and resourcing
4. School ethos, culture, environment and SMSC development
5. Giving children and young people a voice
6. Provision of support services for children and young people
7. Staff continuing professional development (CPD), health and wellbeing
8. Partnerships with parents/carers, local communities, external agencies and volunteers to support pupil health and wellbeing
9. Assessing, recording and monitoring impact and outcomes.

ⁱⁱ [The Career Development Institute](#) provides support for career educators and guidance professionals
[The Association for Citizenship Teaching](#) provides support for developing the citizenship curriculum.
[The personal finance education group \(pfeg\)](#) provides access to resources and advice about financial education across the curriculum.